

Maths Tips for First and Second Class Parents

1. Count Forwards

- Count forwards in the number range 1 to 100. Count forwards from different starting numbers e.g. 15 to 23, 28 to 36, 44 to 52, 64 to 72, 87 to 95 and so on. Include numbers that cross over the tens e.g. 29, 30, 31 as these are often the numbers children find difficult.
- Take turns with your child to count forwards 1 to 100. Start from different starting numbers in the range 1 to 100.
- Say a number and ask your child what number comes 'after' a given number e.g. what number comes 'after' 7, 12, 35, 56, 79, 93 and so on extend to 100.
- Ask your child to count the number of jumps from one number to another. How many jumps from 6 to 8? (2 jumps), how many jumps from 16 to 19? (3 jumps), 39 to 43? (4 jumps), 87 to 92? (5 jumps) and so on extend to 100.
- Listen to your child as they say the teen numbers 13 – 19 some children will say thirty instead of thirteen and sixty instead of sixteen.
- Counting and crossing over the tens can often be difficult when your child is counting over the tens e.g. 29 to 31, 49 to 51 encourage them to roll their hands forwards when they reach the numbers 29 and 49 it can remind them that they are changing from the 20s to the 30s, the 40s to the 50s and so on.

2. Count Backwards

- Count backwards in the number range 100 back to 1. Count backwards from different starting numbers e.g. 24 back to 17, 33 back to 26, 53 back to 46, 74 back to 67, 92 back to 85 and so on. Include numbers that cross back over the tens e.g. 41, 40, 39 as these are often the numbers children find difficult.
- Take turns with your child to count backwards 100 to 1. Start from different starting numbers in the range 100 back to 1.
- Say a number and ask your child what number comes 'before' a given number e.g. what number comes 'before' 10, 23, 30, 66, 85, 90 and so on extend to 100.
- Ask your child to count the number of jumps from one number back to another. How many jumps from 10 back to 7? (3 jumps), how many jumps from 30 back to 26? (4 jumps), 63 back to 58? (5 jumps) and so on extend to 100.
- Counting and crossing back over the tens can often be difficult when your child is counting back over the tens e.g. 31 back to 29, 51 back to 49 encourage them to roll their hands backwards when they reach the numbers 30 and 50 it can remind them that they are changing back from the 30s to the 20s, the 50s to the 40s and so on.

3. Numeral and Sequencing Activities

Identification:

- Show your child number cards in the range 1 to 50. Ask what number is this? Extend to numbers in the range 51 to 100 and then show number cards in the range 1 to 100.
- Show your child number cards ask your child to point to a number you call out e.g. point to the number 18, 36, 48 extend to numbers up to 100.

Written Numbers:

- Call out random numbers 1 to 50 ask your child to write them down. Check the number formation and that the number e.g. 16 is written from left to right 1 is the first number written and 6 is the second number written. The same for higher numbers e.g. 48 is written left to right 4 is the first number written and 8 is the second number written. Extend to numbers 51 to 100 and then have a mix of numbers 1 to 100.
- Draw a five square frame write a number in the middle square e.g. 29 and ask your child to write the two numbers before and the two numbers after. Ask them to point and say the numbers forwards and backwards. Extend to numbers up to 100.

Sequencing Numerals:

- Show five/six number cards in the range 1 to 50. Show five number cards e.g. 37, 38, 39, 40, 41. Mix the cards up ask your child to sequence the numbers from the smallest to the largest number (left to right) and to point and say the numbers forwards and backwards. Extend to numbers up to 100.
- Show five/six number cards e.g. 6, 16, 26, 36, 46. Mix the cards up ask your child to sequence the numbers from the smallest to the largest number (left to right) and to point and say the numbers forwards and backwards.
- Show five/six number cards with a mix of numbers e.g. 7, 12, 26, 37, 46, 50. Mix the cards up ask your child to sequence the numbers from the smallest to the largest number (left to right) and to point and say the numbers forwards and backwards. Extend to numbers up to 100.

Sequencing Decade Numerals:

- Show decade number cards 10 to 100. Mix the cards up ask your child to sequence the decade numbers from the smallest to the largest number (left to right) and to point and say the numbers forwards and backwards.
- When the above sequencing activities are completed cover one or two of the numbers and ask your child what numbers are covered? Extend to covering all five/six number cards.
- When the above sequencing activities are completed the sequence of numbers could be written down.

Hundred Square:

- Read numbers on the 100-square look for number patterns e.g. 30, 31, 32, 33 to 40 across counting in ones and e.g. 7, 17, 27, 37 to 97 down counting in tens.
- Point to a number on the 100-square and ask your child to name; – the number, the number after/before, the next two/three/four numbers after, the next two/three/four numbers before.
- Add/subtract numbers (1 – 10) to and from numbers on the 100-square.
- Cover one/two/three numbers on the 100- square both across and down and ask your child to name the numbers covered.

4. Counting Activities

Counting Objects/Counters in Two Collections with First Collection Screened:

- Show and then cover 6 objects/counters. Show 3 objects/counters not covered. Ask your child how many objects/counters in all? Count on from the bigger number 6 some children will use their fingers to count on others will do the counting in their head. Repeat and extend to 20.

Counting Objects/Counters in Two Collections with Second Collection Screened:

- Show 8 objects/counters not covered. Show and then cover 4 objects/counters. Ask your child how many objects/counters in all? Count on from the bigger number 8 some children will use their fingers to count on others will do the counting in their head. Repeat and extend to 20.

Counting Objects/Counters in Two Screened Collections:

- Show and then cover 9 objects/counters. Show and then cover 5 objects/counters. Ask your child how many objects/counters in all? Count on from the bigger number 9 some children will use their fingers to count on others will do the counting in their head. Repeat and extend to 20.

Counting Removed Objects/Counters:

- Show and then cover 11 objects/counters. Ask your child to look away and remove 2 objects/counters. Say there were 11 objects/counters and 2 were removed how many are left? Repeat and extend up to 20.
- Show and then cover 9 objects/counters. Ask your child to look away and remove 3 objects/counters. Say there were 9 objects/counters and some were removed and now there are 6. How many were removed? Repeat and extend to 20.

Counting in 2s, 3s, 5s, 10s:

- Practice counting up and back in 2s 3s, 5s, 10s.

5. Partitioning and Combining Numbers 5 – 10

- Partition 5 objects/counters into two sets draw two circles put the objects/counters into the two circles e.g. (2 and 3, 3 and 2, 4 and 1, 1 and 4, 5 and 0, 0 and 5). Write the answers.
- Partition 6 to 10 objects/counters into two sets draw two circles and put the objects/counters into the two circles. Write the answers.
- Combine 5 objects/counters with 1 to 5 objects/counters and write the answers.
- Combine 10 objects/counters with 1 to 10 objects/counters and write the answers.

Notes:

- Some children find the teen numbers difficult to remember. Counting forward and back over the tens can also be difficult e.g. 29, 30, 31/51, 50, 49. Repeating these activities will build and increase your child's confidence.
- Move up the numbers slowly to 100 as your child gains in confidence. Listen to your child as they say the numbers as some children will say sixty instead of sixteen.
- Do the activities slowly it is important to repeat the above activities as it will build and increase your child's confidence.

Maths Tips for Second Class Parents

Sequencing Activities

Sequencing and Naming 100s Cards:

- Place out numeral cards in the hundreds in random order 100 to 1000 (make numeral cards with 100, 200, 300, 400 up to 1000 written on the cards). Ask your child to put the cards in order from left to right from the smallest to the largest number. Read the numbers forward and back.
- When the numbers are sequenced cover one or two of them and ask your child what numbers are covered? Extend to covering all of the numbers.
- Place out numeral cards in the tens – 10 to 90 (make numeral cards with 10, 20, 30, 40 up to 90 written on the cards). Take one of the hundreds cards e.g. 500 and take one of the tens cards e.g. 40 place the 40 card over the 00 of the 500 card and say the number 540. Do the same with other hundreds and tens cards.
- Place out numeral cards with single digit numbers – 1 to 9 (make numeral cards with 1, 2, 3 up to 9 written on the cards). Take one of the hundreds cards e.g. 700, take one of the tens cards e.g. 60 place the 60 card over the 00 of the 700 card and say the number 760. Then take one of the single digit cards e.g. 8 and place it over the 0 and say the number 768. Do the same with other hundreds, tens and single digit cards.

Sequencing and Naming Numerals beyond 100:

- Place out numeral cards e.g. 410, 420, 430, 440, 450, 460, 470, 480, 490, 500 in random order. Ask your child to put the cards in order from left to right and read the numbers from left to right forward and back. Similarly for other hundreds numbers.
- Place out numeral cards e.g. 207, 217, 227, 237, 247, 257, 267, 277, 287, 297 in random order. Ask your child to put the cards in order from left to right and read the numbers from left to right forward and back. Similarly for other hundreds numbers.
- Place out the following five numeral cards e.g. 98, 245, 576, 734, 914 in random order. Ask your child to put the cards in order from left to right and read the numbers from left to right forward and back. Similarly for other sets of five/six numeral cards.

Counting in 2s, 3s, 4s, 5s, 10s, 20s, 100s:

- Practice counting up and back in 2s 3s, 4s, 5s, 10s, 20s and 100s.

Notes:

- Some children find the teen numbers difficult to remember. Counting forward and back over the tens and hundreds can also be difficult e.g. 79, 80, 81/91, 90, 89. Repeating these activities will build and increase your child's confidence.
- Move up the numbers from the teens, tens and to the hundreds as your child gains in confidence. Listen to your child as they say the numbers as some children will say seventy instead of seventeen.
- Do the activities slowly it is important to repeat the above activities as it will build and increase your child's confidence.

